



# Travis County Psychology Internship Program

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## **Travis County Juvenile Probation Department Psychology Internship Program**

*The mission of the Travis County Psychology Internship Program is to prepare interns to enter the field of psychology with the skills and training necessary to provide culturally competent, empirically supported, and clinically effective psychological services to juveniles and families.*

The Travis County Psychology Internship Program (TC-PIP) is accepting applications for four full time psychology intern positions for the 2014-2015 training year.

### **Application Process:**

The internship program is a member of APPIC; the Program Code for Travis County is **202911**. Students interested in applying for the internship program should submit an online application through the APPIC website [www.appic.org](http://www.appic.org).

A complete application consists of the following materials:

1. A completed online AAPI (APPIC's standard application)
2. Cover letter (as part of the online AAPI) stating why you are interested in the internship
3. A current Curriculum Vitae (as part of the online AAPI)
4. Three letters of recommendation, two of which must be from persons who have directly supervised your clinical work (as part of the online AAPI) – *please submit no more than three letters*
5. A sample psychological report

All application materials must be received by **December 1, 2013** in order to be considered. If applicants are invited to interview, they will be notified by email on or before December 15<sup>th</sup>. Interviews will be conducted during the weeks of January 6 and January 13, 2014. Onsite interviews are preferred, but accommodations will be made for individuals who cannot interview in person.

The selection process will be based on the entire application package noted above; however, applicants who have met the following qualifications prior to beginning internship will be considered preferred:

1. A minimum of 500 intervention hours
2. A minimum of 50 assessment hours
3. Dissertation proposal defended
4. Comprehensive exams completed
5. Some experience or special interest in working with youth and families
6. Experience in psychological test administration and report writing

In addition, given the community's need for Spanish-speaking mental health providers, applicants who are bilingual in English/Spanish are encouraged to apply.

### **Accreditation Status:**

Travis County Juvenile Probation developed the psychology internship program in 2011. The program is not APA-accredited. However, the Training Committee has developed a timeline with the goal of obtaining APA accreditation by the end of 2014.

Questions specifically related to the program's accreditation status should be directed to the Commission on Accreditation:

[Office of Program Consultation and Accreditation](#)

*American Psychological Association*

*750 1st Street, NE, Washington, DC 20002*

*Phone: (202) 336-5979*

*Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)*

### **Internship Site Description:**

Gardner Betts Juvenile Justice Center, the main campus for TCJPD, is located at 2515 South Congress Avenue in the heart of South Central Austin. TCJPD offers services to youth between the ages of 10 and 17 who are involved with juvenile probation. TCJPD utilizes a comprehensive continuum of care that incorporates supervision; alternative education; mental health and drug courts; substance abuse services; residential, outpatient and day treatment programs; in-home family counseling; and wrap-around and aftercare services.

The department serves a diverse population of youth and families. Psychological services are provided in the department's secure detention and residential facilities as well as in day treatment and outpatient settings. Youth who demonstrate the need for psychological services typically present with a broad range of behavioral and emotional difficulties. Specific psychological services provided by the department include psychological screening and assessment; psychoeducation; and individual, group, and family therapy.

### **Philosophy of the Training Program:**

We believe the internship year offers a unique opportunity for psychologists-in-training to strengthen clinical skills and gain exposure to a broad and diverse range of professional experiences. The Travis County Psychology Internship Program utilizes a Practitioner-Scholar model. TC-PIP offers generalist training, and encourages professional development and lifelong learning that incorporates research and available literature into practice. The program and its faculty abide by the overarching mission of Travis County Juvenile Probation, which emphasizes protecting public safety while meeting the needs of Travis County youth, families, and victims of crime. Throughout the year, interns operate under this mission as they gain exposure to numerous intervention programs, each designed to meet the needs of youth and families and to reduce the likelihood of recidivism. By working within these programs and providing assessment and treatment to the department's diverse client population, interns receive a unique and varied training experience that fosters their overall professional growth and development.

### **Program Goals, Objectives, & Competencies:**

The Travis County Psychology Internship Program was established for the purpose of providing a broad and general educational program for doctoral psychology interns. The overarching goal of the program is to prepare professionals to successfully meet the unique challenges of practicing psychology within a public agency and to ensure clinical competency in working with culturally diverse groups. The program targets nine (9) goals and their accompanying objectives and competencies. These goals, objectives, and competencies are described in the following table and are intended to help interns transition from trainees to entry level psychologists.

Goal 1	Objectives	Competencies
Interns will achieve competence appropriate to their professional developmental level in the area of professional conduct and ethics.	1. Displays professional conduct and appropriate interpersonal behavior.	a. Utilizes effective verbal and nonverbal communication to handle differences openly and tactfully. b. Demonstrates an awareness of the impact behavior has on others, including clients and the community. c. Demonstrates appropriate physical conduct, including attire that is consistent with the context.
	2. Demonstrates a command of professional ethics and values.	a. Follows the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards. b. Articulates professional values and takes steps to resolve situations that are in conflict with these values. c. Identifies ethical dilemmas and legal issues as they arise and seeks supervision and guidance as appropriate.
	3. Demonstrates professional accountability and responsibility.	a. Completes required documentation accurately and in accordance with expected deadlines. b. Demonstrates time management skills regarding appointments, meetings and time off from internship. c. Prioritizes tasks and deadlines efficiently and without need for supervisory input and makes adjustments to priorities as demands evolve.

Goal 2	Objectives	Competencies
Interns will demonstrate competency in areas pertaining to ongoing professional development.	1. Demonstrates professional self-awareness and reflection.	a. Systematically reviews own professional practice with supervisors. b. Monitors and evaluates attitudes, values, and beliefs towards others.
	2. Effectively uses consultation and supervision.	a. Utilizes supervision to strengthen clinical practice and actively seeks consultation (including professional literature) when treating complex cases and/or working with unfamiliar symptoms.
	3. Uses positive self-care strategies.	a. Demonstrates insight into the impact of stressors on professional functioning and seeks supervisory input and/or personal therapy to minimize this impact.
	4. Functions effectively in multidisciplinary and interdisciplinary contexts .	a. Demonstrates the ability to collaborate successfully with other professionals to incorporate psychological information into team planning and interventions. b. Consults with and cooperates with other disciplines in the service of clients.

Goal 3	Objectives	Competencies
Interns will achieve competence appropriate to their professional developmental level in the area of diversity and cultural effectiveness.	1. Establishes rapport with youth and families.	<ul style="list-style-type: none"> <li>a. Establishes quality relationships with almost all youth/families, including relationships with those who differ significantly from oneself.</li> <li>b. Identifies limits to rapport, such as language barriers, and takes appropriate steps to decrease or eliminate barriers in a professional, ethical, and clinically sound way</li> </ul>
	2. Demonstrates sensitivity to diversity.	<ul style="list-style-type: none"> <li>a. Discusses individual differences with clients when appropriate.</li> <li>b. Acknowledges and respects differences that exist between self and clients in terms of race, ethnicity, culture and other individual difference variables.</li> <li>c. Recognizes when more information is needed regarding client differences and seeks out information autonomously.</li> <li>d. Uses a culturally competent approach to conceptualizing clients' needs and developing individual treatment plans.</li> <li>e. In supervision, recognizes and openly discusses limits to competence with diverse clients.</li> </ul>
	3. Demonstrates an awareness of own cultural and ethnic background.	<ul style="list-style-type: none"> <li>a. Accurately self-monitors own responses to differences, and differentiates these from client responses.</li> <li>b. Is aware of own cultural background and uses supervision well to examine this in psychological work.</li> <li>c. Readily acknowledges own culturally based assumptions when these are identified in supervision and works to reduce the impact of these assumptions on clinical work.</li> </ul>

Goal 4	Objectives	Competencies
Interns will achieve competence appropriate to their professional developmental level in the area of assessment and diagnosis.	1. Demonstrates diagnostic skills.	<ul style="list-style-type: none"> <li>a. Demonstrates a thorough knowledge of psychiatric classification and relevant diagnostic criteria to develop an accurate diagnostic formulation autonomously.</li> </ul>
	2. Effectively selects and administers psychological tests.	<ul style="list-style-type: none"> <li>a. Autonomously selects reliable and valid measures that reflect an awareness of the population being served, including an awareness of culturally sensitive instruments and norms.</li> <li>b. Proficiently and efficiently administers selected psychological assessments.</li> <li>c. Collects accurate and relevant data through use of assessment tools, structured and semi-structured interviews, and mini mental status exams in order to answer referral questions.</li> </ul>

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| 3. Accurately interprets psychological tests.             | a. Accurately interprets and integrates test results prior to supervision session.   |
| 4. Demonstrates skills in the area of assessment writing. | a. Reports include a discussion of the strengths/limitations of the assessment measures as appropriate.<br>b. Relevant test results are woven into reports as supportive evidence.<br>c. Reports are thorough, follow a coherent outline and provide meaningful recommendations. |
| 5. Demonstrates skills in providing feedback to others.   | a. Writes an effective comprehensive report.<br>b. Effectively communicates results verbally to all appropriate parties.   |

Goal 5	Objectives	Competencies
Interns will achieve competence appropriate to their professional developmental level in the area of psychotherapeutic intervention.	1. Engages in effective communication with clients.	a. Communicates clearly and effectively with clients. b. Sets realistic goals with clients. c. Generally appears comfortable and relaxed when working with youth/families. d. Handles anxiety-provoking or awkward situations adequately and demonstrates an understanding of diverse viewpoints in challenging interactions.
	2. Demonstrates skills in case conceptualization and creation of effective treatment goals.	a. Independently produces good case conceptualizations within own preferred theoretical orientation while also drawing insights from other orientations as applicable. b. Treatment plans incorporate relevant clinical symptoms, as well as familial, environmental, and developmental factors. c. Treatment goals are clearly stated in treatment plans, and goals and interventions are modified according to client's progress and response to treatment.
	3. Utilizes extant literature and evidence base in providing therapeutic services.	a. Utilizes evidence-based practices to facilitate client acceptance and change. b. Demonstrates motivation to increase knowledge and expand range of interventions through scientific reading, supervision, and consultation.
	4. Demonstrates effective use of emotional reactions in therapy (counter-transference).	a. During session, uses counter-transference to formulate hypotheses about client's current and historical social interactions, and presents appropriate interpretations and interventions. b. Able to identify own issues that impact the therapeutic process and generate ideas for coping with them.
	5. Demonstrates skills for preparing and	a. Elicits participation and cooperation from all members and confronts group problems

conducting group therapy.

- b. Independently prepares for each session with little or no prompting.
- c. Can manage group alone in absence of co-therapist/supervisor with follow-up supervision later.

Goal 6	Objective	Competencies
Interns will achieve competence appropriate to their professional level in the area of scholarly inquiry & the application of current scientific knowledge to clinical practice.	1. Demonstrates the ability to independently seek current scientific knowledge relevant to practice.	<ul style="list-style-type: none"> <li>a. Independently seeks out information to enhance clinical practice utilizing available databases, professional literature, seminars and training sessions, and other resources.</li> <li>b. Demonstrates advanced knowledge of and respect for scientific bases of behavior.</li> <li>c. Applies evidence-based practices to clinical work with youth and families.</li> <li>d. Compares and contrasts evidence-based approaches in case conceptualization and treatment planning.</li> </ul>

Goal 7	Objectives	Competencies
Interns will achieve competence appropriate to their professional developmental level in the areas of supervision, consultation, & evaluation.	1. Demonstrates knowledge of theories and methods of consultation.	<ul style="list-style-type: none"> <li>a. Effectively seeks and utilizes consultation as appropriate.</li> <li>b. Demonstrates understanding of models of consultation.</li> <li>c. Demonstrates knowledge of the consultant's role as distinguished from other professional roles.</li> <li>d. Relates well to those seeking consultation and is able to provide appropriate and effective feedback.</li> </ul>
	2. Demonstrates knowledge of theories and methods of supervision.	<ul style="list-style-type: none"> <li>a. Effectively seeks and utilizes supervision as appropriate.</li> <li>b. Demonstrates knowledge of models of supervision.</li> <li>c. Demonstrates knowledge of how supervisory relationships can be used to assist supervisees in their professional development.</li> </ul>
	3. Demonstrates knowledge of theories and methods of program and intervention evaluation.	<ul style="list-style-type: none"> <li>a. Demonstrates knowledge of theories and methods of evaluation.</li> <li>b. Provides meaningful input and feedback regarding programs and interventions.</li> <li>c. Engages in program evaluation and development efforts and communicates successfully with individuals and groups with differing viewpoints around issues of change.</li> </ul>

Goal 8	Objective	Competencies
Interns will achieve competence appropriate to their professional developmental level	1. Demonstrates knowledge of psychology's role in the juvenile court	a. Demonstrates an understanding of court procedures and specific ethical requirements within forensic psychology, including issues pertaining to



with respect to psychology's role in the juvenile justice system.

system.

confidentiality and the communication of client information.

- b. Consistently recognizes and discusses ethical and legal issues as they pertain to the role of psychology in juvenile court and appropriately asks for supervisory input.

Goal 9	Objective	Competencies
Interns will achieve competence appropriate to their professional developmental level in the area of teaching clinical and non-clinical personnel.	1. Demonstrates skills in teaching clinical and non-clinical personnel.	<ol style="list-style-type: none"> <li>a. Articulates concepts in a manner that is appropriate for the audience and incorporates relevant research and empirical support.</li> <li>b. Integrates feedback to modify future teaching strategies.</li> </ol>

## Training Activities:

- **Psychodiagnostic Seminar** - this seminar provides guidance and instruction in test administration, interpretation, and comprehensive report writing. Interns are encouraged to utilize this didactic training as a forum for meeting their own professional development goals in the area of psychodiagnostic assessment.
- **Clinical Issues Seminar** - this seminar highlights relevant research and promotes the use of psychological literature as a valuable resource in clinical practice. This seminar incorporates a broad range of topics, including ethics, evidence-based therapeutic practices with children, adolescents, and families, professional development issues, and mental health in the criminal justice system.
- **Professional Issues Seminar** – this seminar emphasizes topics relevant to professional development and to the transition from student to early career psychologist; the seminar covers topics such as ethics, consultation and supervision, preparing for licensure, and becoming involved in professional organizations.
- **Cultural Diversity Seminar** - this seminar is designed to promote cultural competence by acknowledging that diverse populations have unique interests, needs, and beliefs.

The Psychodiagnostic, Clinical Issues, and Professional Issues Seminars are held weekly on a rotating basis throughout the training year; each didactic lecture is two hours in length. The Cultural Diversity Seminar is held monthly, with each didactic lecture being two hours in length.

In addition to the didactic training listed above, interns participate in regularly scheduled weekly interdisciplinary treatment team meetings. Interns also benefit from the department's overall training efforts throughout the year. Departmental training includes annual cultural diversity training as well as collaborations with guest speakers from various agencies and community organizations who provide information on therapeutic interventions, community resources, and issues pertinent to working within juvenile justice (e.g., gang prevention and intervention, substance abuse treatment, gender-responsive programming). Furthermore, interns may have the opportunity to attend conferences and community trainings off-site that promote best practices within the juvenile justice and mental health arenas.

**Direct Service Activities:**

All direct care services and internship activities take place through the Travis County Juvenile Probation Department. Interns work with youth who have been placed in the department's detention and residential facilities as well as with youth who are coming to the facility to complete psychological evaluations, to participate in individual or family therapy or to attend Mental Health or Drug Court. Throughout their time with the department, interns function as active members of an interdisciplinary team comprised of judges, psychiatrists, psychologists, counselors, teachers, and probation officers.

The training program's two major rotations are: the **Clinical Services Rotation** and the **Assessment Services Rotation**. Interns complete both of these six (6) month rotations during their training year. Throughout each rotation, interns attend court hearings and work with staff to develop a full understanding of the juvenile justice continuum (i.e., intake, assessment, deferred prosecution, detainment, intervention, reentry, and eventual completion of probation).

While on the Clinical Services Rotation, interns provide individual, group, and family therapy to male and female residents in the department's secure residential facility. This facility, known as the Intermediate Sanctions Center (ISC), is home to several treatment programs, including a substance abuse treatment program, a behavioral intervention program, a long-term program for serious youthful offenders, and a sexual behavior treatment program. Each treatment program incorporates an evidence-based curriculum designed to meet the needs of the population. The programs are primarily group-based but also include individual and family therapy. The types of groups provided throughout the ISC are typically process-oriented, psychoeducational, or related to creative or expressive arts. The ISC programs are highly structured and designed to target individualized treatment goals, pro-social decision making, and problem-solving.

Interns on the Clinical Services Rotation carry a caseload of 4-6 residents, conduct group at least three times per week, participate in weekly treatment team meetings, develop and carry out individualized treatment plans, and engage in program development. An essential component of the Clinical Services Rotation entails working and interacting with youth who present with specialized needs, such as specific mental health needs, substance abuse, gang involvement, trauma, or concerns related to teen parenting. Interns on the Clinical Services Rotation may work with the County's Drug Court as needed if the youth on their caseload are part of this model court process.

While on the Assessment Services Rotation, interns conduct mental health assessments and full psychological evaluations for pre- and post-adjudicated youth. These assessments take place in either the department's secure intake area or in the Assessment Services Center. Interns on this rotation also co-lead psychoeducational groups for youth who are on deferred prosecution with the department. In addition, interns work with community partners to help identify appropriate wraparound services for youth and work with County's Mental Health Court. The Mental Health Court is a model court that was created to help keep youth with mental health needs from moving deeper into the juvenile justice system.

**Supervision:**

At a minimum, each intern receives four hours of supervision per week; two of these hours involve regularly scheduled individual face-to-face supervision with a licensed psychologist. The remaining supervision two hours are for regularly scheduled weekly group supervision with a licensed psychologist.

**Activity Hours:**

This 12-month internship program provides interns with 2,000 training hours. Interns typically work 40 hours per week. At the start of the year, trainees develop training agreements designed to best meet their needs and interests. As such, the interns' weekly schedules may differ slightly. In general, interns devote 15-20 hours/week to direct service activities, 6 hours/week to training and supervision activities, and 10-15 hours/week to activities that support their direct care services (e.g., treatment team meetings, case management, report writing). In addition, interns devote 4 hours each week to professional and program development activities (e.g., literature reviews, preparation for case presentations, and participation in conferences).

The vital functions of the interns during the training year are:

- To provide direct clinical care to a caseload of approximately 4-6 youth and families while on the Clinical Services Rotation.
- To ensure that youths' behavioral and emotional difficulties are adequately identified and appropriate intervention is implemented.
- To provide crisis intervention services for youth in a timely and thorough manner.
- To ensure that potentially suicidal youth are properly identified and referred to Medical Services for evaluation.
- To provide substance abuse education and treatment to youth with identified substance abuse needs and to provide group interventions at least three times per week while on the clinical services rotation.
- To provide staff development training once per six (6) month rotation on a topic to be selected by the intern in consultation with his/her supervisor.
- To complete all required documentation in accordance with policies and standards.
- To complete psychological evaluations and integrated reports within identified timelines.
- To ensure compliance with professional and other applicable standards.

**Intern Evaluations:**

Interns are assessed on the competency areas that were listed in the table beginning on page three of this document. Interns receive written evaluations at the end of each rotation. The competency assessments highlight the interns' performance on competency benchmarks as well as their strengths and areas for further growth. Interns also receive feedback from their supervisors via weekly supervision.

In order to successfully complete the internship, all of the following requirements must be met:

1. The intern must satisfactorily attend and complete all required service and training activities, and have completed a sufficient number of hours to qualify for a one-year, full-time internship experience (i.e., 2000 hours). Meeting this hour requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program.

2. A minimum level of achievement on each evaluation is defined as a rating of “3” for each competency. The rating scale for each evaluation is a 5-point Likert scale, with the following rating values:
  - a. 1= Development Needed
  - b. 3= Meets Expectations
  - c. 5= Exceeds Expectations
3. Interns receive broad competency scores for each of the nine domains assessed by TC-PIP (i.e., professional conduct and ethics; professional development; individual and cultural diversity; psychological diagnosis and assessment; effective psychotherapeutic intervention; scholarly inquiry and application of scientific knowledge to practice; consultation, supervision and evaluation; psychology and juvenile justice; and teaching). If an intern receives a broad competency score of less than 3 on any domain of an evaluation, or if supervisors have reason to be concerned about the student’s performance or progress, the program’s Due Process procedures will be initiated.
4. The intern must meet, in the judgment of the Training Director and Training Committee, all of the requirements and expectations outlined under “Professional Conduct and Functioning.”

**Professional Conduct & Functioning:**

With regard to intern behavior and performance during the internship year, the general expectations of the training program are that the intern will:

- Practice within the bounds of the APA Ethical Principles of Psychologists and Code of Conduct
- Practice within the bounds of federal and state laws and regulations including those of the Texas State Board of Examiners of Psychologists and the Texas Juvenile Justice Department
- Adhere to Travis County Juvenile Probation Department policies and procedures

**Functioning in a professional manner includes, but is not limited to:**

- Acting in a professionally appropriate manner that is consistent with the standards and expectations of the internship program (including a reasonable dress code)
- Balancing department needs with personal needs
- Managing personal stress, including tending to personal needs, recognizing the possible need for professional help, accepting feedback regarding this, and seeking that help if necessary
- Being alert to emotional responses that may interfere with professional functioning
- Accomplishing tasks efficiently and meeting identified timelines
- Making appropriate use of supervision, seminars, and other opportunities for learning through such behaviors as arriving on time, being prepared, and being open to accepting and using constructive feedback
- Maintaining appropriate interactions with peers, colleagues, staff, and other trainees
- Using appropriate channels of communication when participating in meetings and department activities
- Giving professionally appropriate feedback to peers and training staff regarding the impact of their behaviors, and to the training program regarding the training experience

- Actively participating in the training, service, and overall activities of the training program with the end goal of being able to provide services across a range of clinical activities

**Stipend & Benefits:**

Interns are provided an annual stipend of \$28,000. In addition, County benefits are provided to interns for the training year (to include health, dental, sick leave, and vacation time).

**Internship Faculty:**

The internship faculty is made up of three licensed psychologists who work full time for Travis County Juvenile Probation.

- Erin M. Foley, Ph.D., ABPP (*Training Director*) – [Erin.Foley@co.travis.tx.us](mailto:Erin.Foley@co.travis.tx.us)
- Daniel Hoard, Ph.D. – [Daniel.Hoard@co.travis.tx.us](mailto:Daniel.Hoard@co.travis.tx.us)
- April Owen, Psy.D. – [April.Owen@co.travis.tx.us](mailto:April.Owen@co.travis.tx.us)

**Contact:**

For additional information contact Training Director, Dr. Erin Foley at [Erin.Foley@co.travis.tx.us](mailto:Erin.Foley@co.travis.tx.us) or (512) 854-7078.

*To access this information online, please visit the Travis County website's Juvenile Court page:*  
[http://www.co.travis.tx.us/juvenile\\_court/default.asp](http://www.co.travis.tx.us/juvenile_court/default.asp)